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ABSTRACT

A reading and study skills course for college students, based on concepts of metacognition and schema, was organized around a management system and an instructional process to ensure that students would make use of their self-knowledge, their learned study reading skills, and their understanding of things, people, language, etc. to make sense from their textbooks and to apply that textbook knowledge appropriately to tasks. The management process involved a series of seven handouts, used across the semester, making obligations clear and tracking progress and reactions. These were: a student data sheet; a course overview; an assignment sheet; a check sheet for key terms and questions; a summary of completed assignments; a student/teacher conference sheet; and a final examination project sheet. The instructional process emphasized self-questioning strategies, word-learning skills, listening and note-taking skills, library skills, test-taking techniques, and time management skills. (Seven tables consisting of the handouts used in the course are included. Fifteen references conclude the report.) (SR)

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Teaching College Reading and Study Skills Through a Metacognitive-Schema Approach

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CS009269

Abstract

Concepts from metacognition and schema were considered as the primary basis for developing and teaching reading and study skills courses to college students. That basis included an exploration of a management system and an exploration of an instructional process. In reference to management and instruction, students indicated through diagnostic data what they wanted to achieve from the courses. Their diagnostic data were used to devise a metacognitive-schema instructional approach that served to enhance the development of their reading and study skills. Highlighted are activities and forms that students have used to self-monitor their reading-study strategies, to interact with text, with peers, with instructors; and to apply their study strategies to other classes.

Teaching College Reading and Study Skills Through A Metacognitive-Schema Approach

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Metacognition implies having knowledge and having understanding, having control over them, and having appropriate use of that knowledge (Tei & Stewart, 1985). Metacognitive skills that are involved in study reading include clarifying purposes for reading, identifying important aspects of the text, focusing attention on major content, monitoring as reading occurs, engaging in self-questioning activities, and taking corrective action when text has not been comprehended (Baker & Brown, 1984). Schema is a minitheory about things, people, language, places, and other phenoma in one's background of experiences (May, 1986), or using what one knows to make sense as one has experiences. Metacognition and schema were concepts that I have examined and made use of in my reading and study skills courses. Usage, then, suggested a metacognitive-schema approach that is inclusive of instructional plans that make provisions for preparation, for management, and for participation. By collapsing these concepts I found that my courses were organized to ensure that students would make use of their self-knowledge, their learned study reading skills, and their understanding of things, people, language, etc. to make sense from their textbooks and to apply that textbook knowledge to tasks appropriately.

Each time I begin the course by asking students for their reasons for taking the course and by asking them to indicate what they knew about their reading and study skills when related: to words that they did not know, to language patterns in textbooks that they did not understand, to predicting meaning when the text was unclear, to self-management of their time, to taking notes and summarizing information, to using textbook clues as they studied, and to preparing for and taking tests. A reply to their responses has been capsuled in a metacognitive-schema approach. The approach has been illustrated through a management system and an instructional process that my students and I have used as we have worked through reading and study skills courses.

The reader is cautioned to recognize that concepts inherent in metacognition (i.e. knowing when we know, monitoring how we know) and schema (i.e. using what we know to understand the unknown) are evident in a number of organizational and instructional situations even when the terms are not used. For example, when students use self-questioning for study, they use a metacognitive skill.

Management Process

At the beginning of the semester students filled out two copies of the data sheet (Table 1), a study reading behaviors form, and a study skills form (Scales & Biggs, 1983). The data sheet had blank lines for demographic information, for grade choice information, for commitment to fulfilling class expectations, and for citing reasons why students decided to take the course. Grade

Insert Table 1 about here

choices were satisfactory or no-entry and a letter grade. Students who chose satisfactory or no-entry received an S on their transcript if class work was satisfactory; if class work was unsatisfactory no letter grade (no-entry) appeared on the transcript. For those who chose a letter grade, their grade was computed within the A, B, C, D, F, range. The letter grade students had more assignments to complete than the satisfactory or no-entry students.

Reasons cited by students on their data sheet for taking the course have been:

> I need it. I want to become a better reader and improve my study habits. I want to increase my vocabulary. I want to learn how to study. It will help me out in my future college career. I want to improve my reading comprehension. I need some help with study skills and testing. I would like to learn the best study habits and tips on improving grades. It will aid in other academic subjects and prepare me with better studying habits. It will improve my reading skill, letter writing, and vocabulary. It's going to help all of my studies plus notetaking ability. I felt it would help me organize my classwork and also improve my vocabulary and comprehension. I feel I need some help in study skills, etc. to be successful at the University.

Students kept one copy of the data sheet for their records; the other copy was returned to me.

The study reading behaviors and the study skills forms were used to involve students in thinking about what they did as they read and studied. Students have reported that they skip, try to figure out the meaning, guess, look up, try to avoid, reread, and circle unknown words. When sentences did not make sense to them they got lost. They tended not to use titles, subtitles, study questions at the end of chapters, summaries, conclusions, and self-generated questions as they read.

In terms of study skills they reported that they did not usually study on weekends, studied very little during the week, did not begin to study for examinations at the beginning of the term, usually studied with distracting noise, and often did not have all study material available when they did decide to study. With reference to note-taking and summarizing, students reported that they did not make notes in their textbooks, did not mark their textbooks, nor take notes on notepaper. Also, they indicated that they could not tell when the writer had made an important point. Learning how to take a test was a major study skill for students. Overall, they reported that they were nervous when they took tests, that they did not read the whole test before they began to write their answers, that they did not schedule their time so that they could get through the entire test, and that they did not always answer all questions on their tests.

Second, each student received a copy of the course overview (Table 2). That course overview provided a brief description of what students could expect from the course during the semester.

Insert Table 2 about here

Specifically, goals, requirements, and required texts for the course were listed on the course overview. Goals for students were to use informal and formal tests to identify factors that might interfere with their reading, to develop their study reading skills, and to learn to manage their time efficiently. Requirements for the course included completing assignments, keeping records of their achievements, and attending all class sessions. In terms of textbook selection Kaufman (1980) indicated that a problem has been that due to instructors' lack of preparation in how to teach college reading skills, they have tended to select workbook type texts that did not permit students an opportunity to analyze, interact, refute, nor formulate opinions of their own about what was written in the textbook. Further their textbook selections have been those with answers identified by the authors; answers that could not be changed. Each required textbook selected for this course provided opportunities for interaction, analysis, and so on. Specifically (1) Reading to Achieve: Strategies for Adult/College Learners (Scales & Biggs, 1983) -- provided concentrated attention for assessment and instruction in reading comprehension, notetaking, and other study techniques; (2)

How to Learn and Study in College (Maiorna, 1980) -- provided concentrated attention to self-management, self motivation, and various study techniques; and (3) Gaining Word Power (Rubin, 1986) -- provided concentrated attention to vocabulary development.

Third, students received a copy of the assignment sheet (Table 3). That assignment sheet presented assignment dates for different

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Insert Table 3 about here

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sections of their texts as well as quiz dates. Whatever date a new assignment was made, the previous assignment would or should be submitted on that day. The assignment sheet has been invaluable. Sometime students asked for two copies; one copy for their notebook and the other one for their room.

After students were introduced to the course through the course overview and assignment sheet a standardized reading test (Brown, Nelson, & Denny, 1973) and an 115 item informal vocabulary test were administered to them. These tests were used as a pre and as a post measure; they were not used to determine student's grades. However, the vocabulary pretest was used to place students in an appropriate vocabulary textbook. Students who scored below 80% on the informal vocabulary test were placed in the Gaining Word Power textbook for vocabulary instruction. Students who scored above 80% were placed in a less repetitious vocabulary text, e.g., Vocabulary Resources for the College Student (Levine & Levine, 1980). Rarely, have students scored above 80%.

Fifth, students studied how to fill out a weekly schedule (Scales & Biggs, 1983; Maiorana, 1980), then they prepared their weekly schedule of activities. We discussed flexing of schedules with the understanding that enough study time may not have been included in their schedules for some subjects and to much time may have been included for others. Whenever that occurred students would adjust their time accordingly. Daily and weekly study-review-study sessions were strongly encouraged. For example, students were told several times that they should not wait until one or two days before an examination to start studying for it. Studying for examinations must be continuous throughout the semester. Students were also told that the study-review that they did throughout the semester was studying for their examinations. Such constant study-review encouraged over-learning of a subject. When students over-learned a subject, that knowledge was readily accessible. Hence, they could recall it in an instant for discussion, for presentations, and/or for examinations. Study-review was to always include all notes and other material covered for a class to date. Following a carefully planned schedule ensured that students studied for their classes.

Students monitored their knowledge and that of their peers as they studied the How to Learn and Study in College textbook. For this text, I devised a Check Sheet for Key Terms and Questions (Table 4). That check sheet presented the number of terms and

Insert Table 4 about here

questions to be answered from each assigned chapter. It also served to encourage evaluation of students' answers and guided discussion of their questions and answers with classmates and with me. In class students exchanged papers and decided, based on their reading whether their classmate's terms were defined and whether questions were answered appropriately. Irrespective of answers that were written, students wrote helpful comments on the check sheet to their peers. After a student had checked a classmate's paper he or she signed his or her name on the check sheet; the check sheet, terms, and questions were then returned to the classmate. Subsequently, during that class period I called the total class together to discuss the chapter that they had read and checked. Students were told that at the end of the semester they would submit their check sheet, questions, and key terms to me for a final evaluation. Also, they were told that they should have interacted with different classmates as shown by the signatures on their check sheet. That check sheet facilitated management of the course.

Another management and record keeping device was the Summary of Completed Assignments (Table 5) packet. Upon completion, or as much as they opted to complete of their assignments for the Reading

Insert Table 5 about here

to Achieve textbook, students indicated how much they completed and told how they might use the information studied to help them in their other classes. For the Gaining Word Power textbook they listed their grades earned for the four quizzes. For the How to Learn and Study in College textbook students recorded the number of key terms and questions that they answered from chapters, the name of the classmate who checked their key terms and questions, the number of exercises completed were crossed out, and two of the most important points that they learned from each chapter were listed. Another section in the packet directed students to tell how fulfilling additional assignments, such as the library project, aided them in becoming a more efficient student. In the final section of the packet students listed pre and post test scores as well as grades that they had earned on examinations.

Toward the middle of the semester students prepared for a conference with me by filling out the Conference form (Table 6). Items on the conference form asked students to think about their

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Insert Table 6 about here

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achievement in the course, think about how I (the instructor) might assist them further. At a specified time during our regular class period, I talked with each student individually about his/her progress and problems as specified in Table 6. Other study problems not covered in class were explored at that time also.

About four weeks before the end of the semester students were given directions for their Final Examination Project (Table 7). A purpose of the project (written paper) was that it forced students

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Insert Table 7 about here

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to think and put into perspective several skills and experiences practiced during the course. Scholarship and format were evaluated.

An Instructional Process

Metacognition and schema directed the instructional process. Metacognition was referred to as what the student knows or believes that he knows and controls, and schema was referred to as one using what is known to determine as well as explore the unknown.

First, as related to reading and study skills, how did students know when they knew something. An answer was found through the questioning-of-self strategy. Specifically students practiced asking themselves, "what do I already know about this topic?" Their answers to that question utilized their schemata. Having satisfactorily determined that they may have some knowledge of the topic, then they asked themselves, "how do I know this?" An answer to that question probed their knowledge base. As students scanned major headings and subheadings in textbooks they were taught to generated questions that they would attempt to answer. Generally, students practiced asking themselves questions from various assignments that they had to read. Whenever, they did not

want to generate questions about paragraphs or sentences, they used such generic questions as: "What is this about?" What was said about it?" (Scales & Biggs, 1983). Plevnik, (1981) stated that university students are in need of appropriate steps to take to find the written information that they need, and to read and understand it well. Students reported that consistent practice of this strategy helped them to understand texts as they read. It also helped them to remember to ask themselves questions whenever they had to read something that was difficult and whenever they found themselves daydreaming. Seemingly, it became their way of monitoring or ensuring that they understood what they were reading. Martin (1985) indicated that there is a need for instructors to teach college students how to generate questions at all levels of comprehension. Earlier Ryan (1982) pointed out that students who perceive knowledge as an organization of facts and concepts are better readers than those who do not. The questioning-of-self strategy assured that questions would be asked and that information would be organized. An example of this strategy is presented in the following comprehension activity. Here students asked themselves the following questions prior to reading the passage.

Questions

What or who is this about?

What was said about it or them?

As the following Passage was being read students contemplated answers to the questions. Their answers may have been written in the margin or on note paper as they read.

Passage

Government Officials

High ranking government officials who break the law may not be subjected to the same trial-by-jury as poverty stricken citizens who break the law. Newspaper reports of such officials often suggest that they were unfortunate individuals who, if found guilty, should not be sent to jail, but given a suspended sentence instead. Society, seemingly, is no danger from such officials.

Another step was for students to organize the what and who information. Organization was as follows:

Organization

High ranking government officials

--may not be subjected to same punishment as poor people

--Newspapers suggest that they should not go to jail

--Society is in no danger

A final step in this comprehension activity was for students to anticipate implications (read between the lines) from the passage. In other words what might have been meant by the passage but was not stated.

Second, students enhanced their reading and study skills when they learned and used a variety of words and when they knew how to learn new words. In the Gaining Word Power (Rubin, 1986) textbook students were exposed to and did practice word knowledge through the study of word parts, and the study of words in context. Outside of independent textbook practice, students studied words in

small groups. One small group activity included a study of word parts for meaning, combining the word parts to construct whole words, defining the whole words, and writing a paragraph that contained all of the whole words. The activity was as follows:

Study of Word Parts

Word parts -gram, uni-, contra-, spect-, and -ology were studied by a small group of students. Words constructed from the word parts were: telegram, unicorn, contradict, spectator, and zoology. The paragraph written by the students was:

> Just the other day I received a telegram from the zoology department at the University of Pittsburgh. It seems to my amazement that they captured a unicorn. This contradicts my belief in this animal, so I went as a spectator to view this animal.

Another group of students used word parts: vis-, loc-, pseudo-, aqua-, -naut to construct the words: vision, location, pseudonym, aquatic, and astronaut. The paragraph written by the students was:

> On Mars, an astronaut using a pseudonym was using his vision to find a location which had aquatic life.

With such activities students were able to use their metacognitive skills to expand their knowledge about words, further they used their schemata to organize and make sense from what they knew. Throughout the course, probes such as -- How do you know that? -- were interjected. Students' response to the probes indicated that a realistic response would be made if they were

actively involved with the material. Simpson (1983) indicated that when students attend, interact, reconstruct, and elaborate upon the underlying meaning of text, learning is generally enhanced.

Students studied how to listen and take notes in classrooms and how to take notes in textbooks and in notebooks. For classroom listening we discussed how to minimize mind wandering and outside distractions. Practice and listening for main ideas, details, digressions, facts, and opinions were provided. Students listened to sentences, to short paragraphs, and to whole lectures. As they listened they took notes. Notes were for main ideas, details, facts, and so on.

Pauk's (1984) directions for notetaking in the classroom were studied by students. Specifically, we discussed and practiced notetaking strategies that would maximize efforts in writing key points during a lecture. Factors that encouraged students were pre-reading and writing on notepaper unclear text material, before class. During the lecture we determined that they should use the words of the lecturer as much as possible to write their study notes. They should also use an abbreviated form of a word whenever possible. Reflection on isolated points during the lecture was discouraged since reflection requires concentrated time that may cause other important points to be missed.

Pauk's (1984) overall notetaking system that we studied included students written notes from their classes, a rewritten and a reduced version of their notes for study, a time to rehearse

their notes, a time to reflect on their notes, and a time for them to review their notes.

Notetaking in textbooks and in notebooks (Scales & Biggs, 1983) was valuable to students. They practiced how to mark their textbooks and write summary statements in textbook margins. For notebook notetaking they learned how to take only those notes that responded to their purpose for taking the notes. In other words, they asked themselves, what do I expect to do with these notes; or why do I need these notes. If notes were to be used for a discussion, they probably wrote short summaries; if used for an examination, they probably wrote specific details.

Students apprehension of using the library suggested a need for them to become familiar with various sections of a campus library. First, general information about libraries (Maiorana, 1980) was studied. Second, students worked through a written assignment that questioned them about several sections of the library. For Section One - General Information, students had to indicate dates and times that the library was opened, to indicate the time period for borrowing and returning books, and to indicated fines that were due for failure to return books. Section Two - Reference Service is where students learned about the The Reader's Guide to Periodic Literature, New York Times Index, Business Index, Library Information Retrieval Network, and other sources that can only be used in the library. Section Three - The Card Catalog. Students learned how to use the classification scheme that is used by the library. Practice with several call numbers assured

students of the ease of using the card catalog. Section Four - University Center for Instructional Resources is where students learned that they could produce visual aids to enhance their class presentations. Section Five - Resource Book Room. Students learned that personal copies of supplementary and required reading materials may be placed on reserve by professors for student use. They also learned that if reading materials were not returned on time, that they must pay a stiff fine. Section Six- Periodical Collection is where students learned how to locate bound volumes of periodicals and old newspapers that have been put on micro-film. Also, they learned where current journals and newspapers were located. Section Seven - ERIC. Initially ERIC was thought to be a person by many students. Their assignment was to visit ERIC, learn how to use it, select an article that related to a topic that they had to study for another class, and summarize the article briefly. An experience with ERIC for undergraduate students was very rewarding. They acknowledged the benefits of this source and used it for other classes.

Test taking techniques were studied. Initially, students were under the impression that there were quick techniques that they could follow in order to pass tests. Fortunately, that myth was dispelled early in the semester. Students learned that passing tests included management of their time so that they had enough time to study as well as application of a variety of reading and study skills. Managing their time so that they studied frequently served to advanced their long term memory and understanding of the

subject matter. I encouraged at least three hours of study time per week for each one credit of class work. That three hours was to be divided into no less than three study sessions per week. Studying is most effective when it is ongoing; shorter periods of time rather than one long period is better. Students learned that studying included the completion of assignments as well as constant review of all class notes and all marked text in textbooks to date.

To the extent that a variety of reading and study skills had to be applied in the test-taking process, students practiced and learned trigger words that were common in tests. Words such as define, discuss, compare, list, except, all, and not, were studied so that students would know how such words could influence an answer on a test item. Students learned to read directions carefully for a test before they began to answer questions. In any test situation, unless the test administrator indicated otherwise, students were told to always glance over the entire test so that they would know how the test was organized, would know the type of test questions that were being asked, and so that they could organize their time for working through the test. Students were also told that they should answer the test questions that they know the answers to first. Also that, if some questions were worth more points than others they should answer them early in the test period. Questions that were hardest for them should be answered last. Irrespective of when questions were answered, all questions on a test should be answered. Guessing on tests is usually permitted. When students know that they will not be penalized for

guessing an answer, they should guess. After all, their goal is to make the highest possible score.

Summary

The metacognitive-schema approach involved a management system and an instructional process. Integration of the two as students worked through the experience netted constant self-monitoring of their reading and study strategies, constant interacting with text, peers, and instructors; and constant application of study strategies to other classes. Implementation of the management system was realized through: student data, course overviews, assignment sheets, check sheets, records of completed assignments, conferences, and examinations. The instructional process was demonstrated when students studied and applied such reading strategies as questioning-of-text while reading and learning how to learn new words. Listening and notetaking in classrooms, notetaking in notebooks and textbooks, studying a library system, and studying how to take tests were part of the instructional process.

This approach as described was not intended to be conclusive; however, its use with my college students has strengthened their reading and study skills. Anderson (1982) stated that training in the area of context generation for all readers may be helpful. When students generate context from written text they engage themselves in skills such as interaction with text, formulation of opinions, and disagreement with the author. Such skills are

necessary for efficient reading and study. The use of an approach like or similar to the metacognitive-schema one described herein may insure greater participation for many college students.

Conclusion

In conclusion, students who have attended classes where this instructional approach has been implemented have stated that:

1. This course was a challenge and a rewarding experience which makes life worthwhile. What makes it even better is the fact that one is learning.
2. These effective ways of studying can make a student's life easier on campus. Students can rely on themselves... These methods can obviously help students to pull their grades up almost every time.
3. I have learned to become an efficient student from using methods [such as]... effective managing of my time, reading between the lines, questioning and marking my textbook, taking notes in class, and knowing the library system.
4. I feel that these experiences provide a solid base on which college students can build to attain academic success... Obviously, there are personal differences, etc. to take into account, but if these experiences are used as guidelines during college, students will be able to learn and achieve.
5. I would like to say that managing my time, finding a source of motivation, learning through thinking, strategic questioning, marking texts, and studying the library system have made me

aware of some productive and helpful ways to succeed in college.

6. ...this course... has really helped me to get to use my valuable time more efficiently. Although, the assignments were time-consuming, their repetition and importance is making other subjects especially the reading of other texts easier, and in some cases more fun to do.

7. By using these methods of studying, a college student can greatly increase his chances of college success and obtain competency, flexibility, and awareness... No one says college is easy, but if you work hard you can succeed. The personal satisfaction is a great feeling.

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Table 1

Data Sheet

Name _____ Phone _____ Advisor _____

Classification _____ Advisor's Campus Address _____

Major _____ Advisor's Phone Number _____

School or College in University _____

1. My grade choice is satisfactory or no entry.

   Yes ____ No ___

2. My grade choice is a letter grade.

   Yes ____ No ___

3. I plan to attend every class session and fulfill my responsibilities.

   Yes ____ No ___. If no, explain _____

   _____

   _____

4. I decided to take this course because _____

   _____

   _____

Complete two copies and return one copy to the instructor.

Table 2

Course Overview*

This course is designed to provide you with assistance in advancing your listening, reading, and study skills. Your listening skills may include practice in listening for main ideas, facts, digressions, and details. (As in reading, if you miss the main points the rest of the selection may not make sense to you.) Your reading skills may include comprehension, word parts, and language usage. You will be expected to self-assess your initial reading competence and become engaged in instructional activities that will guide your learning to improve your reading skills. There will be times when you will use reading materials from some of your other courses as practice reading materials. Your study skills will include studying the elements of a management system as well as following a schedule. More specifically, you will be expected to prepare a schedule so that you may divide your time in a manner that causes you to function more efficiently.

A most important note is for you to realize that it will be necessary for you to: know how to listen in order to listen efficiently, know how to read and read consistently in order to become a better reader, and know how to study in order to study effectively.

A. GOALS

1. Identify factors interfering with efficient reading by using informal measures of:

   a. selected readings
   b. comprehension
      . predicting
      . sentence parts
      . literal readings
      . inference readings
      . applied readings
      . context readings
   c. word parts
      . pronunciation
      . prefixes
      . roots
      . suffixes
   d. word meanings
   e. language
   f. study skills

*Adapted from S. A. Biggs (1979). Developer and Coordinator of the College Skills Program, University of Pittsburgh.

table continues

2. Use formal test to approximate reading

   a. vocabulary
   b. efficiency
   c. rate

3. Develop study reading skills through:

   a. practice exercises in reading comprehension and word study
   b. guided reading, listening, and notetaking
   c. reading study techniques
   d. testing techniques
   e. study of library
   f. thinking and speaking
   g. individual conferences
      (i) plan specific skill-development activities, if necessary
      (ii) check and evaluate progress

4. Management of Self

B. REQUIREMENTS

1. Completion of all assignments

   a. in-class exercises
   b. test--formal and informal, pre and post
   c. out-of-class exercises
   d. other as deemed appropriate

2. Maintain accurate records of achievement (See "Summary of Completed Assignments pages" and "Check Sheet".)

3. Attendance

   a. required--attend all class sessions and participate in all class experiences.
   b. arrange to get class assignments if you are absent; however, this will not count for a class session.

C. REQUIRED TEXTS

Maiorana, V. P. (1980). How to learn and study in college. NJ: Prentice-Hall, Inc.

Rubin, D. (1986). Gaining word power. (2nd ed.) New York: Macmillan Publishing Co., Inc.

table continues

Scales, A. M. & S. A. Biggs (1983). Reading to achieve: trategies for adult/college learners. Ohio: Charles E. Merrill Publishing Co.

SUPPLEMENTARY TEXT

Levine, H. & R. T. Levine (1980). Vocabulary resources for the college student. New York: Amsco College Publications.

Table 3

Assignment Sheet

	Texts		
Dates:	*Reading to Achieve...	*How to Learn...	Gaining Word Power
Jan.			
7	class overview, pre-assessment	Ch. 1 Assigned	
9	pre-assessment, in class Exer. A		
14	in class, Exer. O Read pp. 193-200	Ch. 2 Assigned	Ch. 1 Assigned
16	in class Exer. B, D		Ch. 2 Assigned
21	in class Exer. E, F.	Ch. 11 Assigned	
23	in class pp. 51-56, Activity		Ch. 3 Assigned
28	in class pp. 57-62	Ch. 18 Assigned	
30	in class pp. 63-68, Activity	Library	Practice Chs. 2 & 3
Feb.			
4	in class pp. 69-74	Library	Quiz, Ch. 4 Assigned
6	in class Exer. C, H	Library	
11	in class pp. 75-83.	Ch. 14 Assigned	
13	in class pp. 85-87		Ch. 5 Assigned
18	in class pp. 89-94	Ch. 6 Assigned	
20	in class pp. 95-108	Ch. 9 Assigned	Practice Chs. 4 & 5
25	in class Exer. I, J, K		Quiz, Ch. 6 Assigned
27	in class, Exer. L, pp. 109-111	Ch. 8 Assigned	
March			
4	in class pp. 115-118** Outside pp. 119-120	Ch. 13 Assigned	Ch. 7 Assigned
6	in class pp. 121-125		Practice Chs. 6 & 7
11	in class pp. 127-135 Outside pp. 137-147	Ch. 15 Assigned	
13	in class Exer. M Outside pp. 149-164		Quiz, Ch. 8 Assigned
18	in class Exer. G, N	Ch. 19 Assigned	
20	in class pp. 165-174** Outside pp. 175-178**		Ch. 9 Assigned
25	in class pp. 179-191**	Ch. 19 Due	
27	in class pp. 193-219, Activity		Practice Chs. 8 & 9
April			
1	in class pp. 221-234		Quiz
3	post assessment and submit assignments		
8	Final examination for vocabulary and final examination project		
10	Final examination for study skills		

*Note: You may apply outside activities to books from other classes.
**Optional.

Table 4

Check Sheet for Key Terms and Questions

Directions

1. Study and work through each assigned chapter. Write responses in your text wherever appropriate.

2. Select your key terms and questions from the assigned chapters.

3. Always omit item one under the Review Questions section.

4. List your key term with their descriptions and question item with their answers. Key term descriptions and question item answers must follow each key term and question. (Your key terms must be answered from your reading of the text How to Learn and Study in College).

5. Bring your key terms with their descriptions and question items with their answers to every class session.

6. During the designated time in class, you will select a classmate to check your key terms with descriptions and question items with answers. A different classmate must be selected for each chapter.

7. For each assigned chapter your classmate must:

   a. indicate the number of key terms described and questions answered by writing the composite total on line one.

   b. indicate which key terms were described accurately and which question items were answered accurately, according to his or her judgment, by writing the number of each key term and question item on line two.

   c. write any helpful comments or concerns about the key term descriptions and question item answers on line three.

   d. sign her/his name on line four.

   e. write the date on line five.

8. Bring this Check Sheet to every class session.

9. Submit key terms with descriptions and question items with answers for each assigned chapter to the instructor at the end of the term.

table continues

CHAPTER 2

Describe at least 7 of the key terms and answer a least 5 of the question items.

1. _____ 2. _____
key terms questions key terms questions

3. _____

4. _____ 5. _____

CHAPTER 6

Describe at least 9 of the key terms and answer at least 3 of the question items.

1. _____ 2. _____
key terms questions key terms questions

3. _____

4. _____ 5. _____

CHAPTER 8

Describe at least 7 of the key terms and respond to question item number 2.

1. _____ 2. _____
key terms questions key terms questions

3. _____

4. _____ 5. _____

CHAPTER 9

Describe at least 14 of the key terms and answer at least 2 of the question items.

1. _____ 2. _____
key terms questions key terms questions

3. _____

4. _____ 5. _____

Table 5

Summary of Completed Assignments

Directions: 1. Bring this form to every class period.
2. Complete as directed for each text and other assignments.
3. Submit to the instructor at the end of the term.

1. Reading to Achieve: Strategies for Adult/College Learners

*Chapter 1	*Chapter 2	*Chapter 3	*Chapter 4
A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, Chart	_____ **	_____ **	_____ **

*Chapter 5	*Chapter 6	*Chapter 7	*Chapter 8
_____ **	_____ **	_____ **	_____ **

*Tell how much you have completed
**For Chapters 2 through 7 tell how you may use or have used the information that you studied and practiced for studying for your other classes.

table continues

2. Gaining Word Power

QUIZ GRADES

Chapters 2-3	Chapters 4-5	Chapters 6-7	Chapters 8-9
_____	_____	_____	_____

3. How to Learn and Study in College

Chapter 2	Chapter 6	Chapter 7	Chapter 8
#K. T. _____	#K. T. _____	#K. T. _____	#K. T. _____
#Ques. _____	#Ques. _____	#Ques. _____	#Ques. _____
Peer who signed checksheet _____	Peer who signed checksheet _____	Peer who signed checksheet ____	Peer who signed checksheet ____
Exercises:	Exercises:	Exercises: 3, 5, 6, 7, 8, 9, 10, 11, 12, 14,	Exercises: 3, 4, 6,
*Points:	*Points:	*Points:	*Points:

Chapter 9	Chapter 10	Chapter 11	Chapter 13
#K. T. _____	#K. T. _____	#K. T. _____	#K. T. _____
#Ques. _____	#Ques. _____	#Ques. _____	#Ques. _____
Peer who signed checksheet _____	Peer who signed checksheet _____	Peer who signed checksheet ____	Peer who signed checksheet ____
Exercises: 3, 8, 9, 10, 12, 13, 17, 18	Exercises: 3	Exercises:	Exercises: 4
*Points:	*Points:	*Points:	*Points:

* For each chapter list the two most important points that you learned.

table continues

Chapter 14	Chapter 15	Chapter 18	Chapter 19
#K. T. _____	#K. T. _____	#K. T. _____	#K. T. _____
#Ques. _____	#Ques. _____	#Ques. _____	#Ques. _____
Peer who signed checksheet _____	Peer who signed checksheet _____	Peer who signed checksheet ____	Peer who signed checksheet ____
Exercises: 3, 4, or 5	Exercises: 3, 8	Exercises:	Exercises: 4
*Points:	*Points:	*Points:	*Points:

4. Other Submitted Assignments

Tell how fulfilling the following assignments aided you in becoming a more efficient student.

A. A set of lecture notes from another class

B. A library project

C. Readings that were timed

D. Additions

5. Final Examinations, list your scores for each examination.

A. Reading (Survey) Pretest _____ Posttest _____

B. Vocabulary Pretest _____ Posttest _____

C. Vocabulary (Word Power Textbook)

D. Reading and Study Skills Examination

E. Written Paper: A Final Project

Table 6

Conference*

a. Please respond to items 1 through 10 below.

b. Bring this completed form to the conference with you.

c. Bring your textbooks and notebook of assignments to the conference with you. Your notebook should be organized in an easy-to-follow manner. For example:

(i) You may begin your notebook with your Assignment Sheet.
(ii) Your Summary of Completed Assignments form may follow.
(iii) Additional course assignments and supplementary materials should be clearly identified and inserted in your notebook.

d. Fill out two conference forms. You will keep one copy in your notebook and submit one copy to the instructor.

Items

1. At the beginning of the course you took a standardized reading tests and an untimed vocabulary test. Recall your percentile scores on the reading test and the number of correct vocabulary items on the vocabulary test, how do you feel about these scores?

_____

_____

At the end of the course you will take these tests again. How would you like for your scores at the end of the term to compare with your scores at the beginning of the term?

_____

_____

2. Review your Summary of Completed Assignments form and the material that you have covered thus far in your books. Briefly state what you have learned about your:

a. management skills
b. organizational skills
c. study habits
d. scheduling

*Adapted from S. A. Biggs (1979). Developer and Coordinator of the College Skills Program, University of Pittsburgh.

table continues

3. List the materials, exercises, class activities, etc., that have been most useful to you.

4. How do you feel about your accomplishments thus far in this class?

5. What would you like to do different and/or in addition to what you are doing? Why?

6. Have you been following your schedule? Yes _____ No _____ Why or why not?

7. Have you used the questioning-of-self strategy in any of your other textbooks? Yes _____ No _____. How do you feel about the questioning strategy?

8. Describe how you feel the instructor may be of more help to you.

9. List the courses which you are taking currently.

10. All other comments which you deem appropriate about this course thus far should be stated here.

Table 7

Final Examination Project*

Instructions:

1. Present a 4 or 5 page typewritten doubled spaced paper that explores the following question items. The items should be discussed within the context of your achievement; i.e, talked about you as you discuss the items.

2. Submit these instructions with your paper.

Question Items

1. How might effective managing facilitate your goals as a college student.
2. Explain why motivation may be a key factor in your learning?
3. Explain the difference between thinking and memorizing. Which one should you do most often as you prepare for classes and why?
4. Explain why it is sometimes necessary to read between the lines.
5. Describe the advantages of questioning and marking your textbook as your study. What happens to you as you question and mark your textbook?
6. Explain how you should take notes during several class lectures or several class discussions. Assume that you are going to study these notes for an examination. What will you do with your notes to prepare them for study.
7. What effect has studying Hillman's library system had on your ability to use the library more effectively?

Format

Your paper must have appropriate margins. Appropriate margins mean that you will begin your first line about 1 1/4 inches from the top of the paper, 1 1/4 inches from the left of the paper. You will stop your lines about 1 inch from the right side of the paper, and the last line on your paper will be somewhere between 1 inch and 1 1/4 inches from the bottom of the paper.

Cover Page

Your paper will have a cover page. The cover page will have the name of the assignment centered in the middle of the page. Your name will be placed in the lower right hand corner. Under your

*Adapted from S. A. Biggs (1979). Developer and Coordinator of the College Skills Program, University of Pittsburgh.

table continues

name you will place your classification. Under your classification you will place the name of the this course. Under the name of the course you will place the name of the instructor. Under the name of the instructor you will place the date.

Organization

Your paper should be organized as follows: (1) give your paper a heading or title. (2) Your first 2 or 3 sentences should serve as your introduction to your paper. (3) Provide a subheading for each question item. (4) Underline your subheadings so that they are easily recognized. (5) To answer a question you should first explain the skill. (Use your textbooks to help you explain the skill. Remember to document your paper). Next, respond the question. (6) Repeat step 5 as you respond to each question. (7) Add a conclusion's section to your paper. (8) List your bibliographical references on your last page. (See references listed in your textbooks as an appropriate guide for you to follow as you list your references).

Proofreading

Before submitting your paper you should proofread it for sentence and paragraph clarity, and for spelling and punctuation errors. Correct all errors prior to submitting your paper.

Copies

Submit two copies of your paper.